

**THE STUDENTS' NEEDS ANALYSIS OF THE SPEAKING MATERIALS
IN ENGLISH TEXTBOOKS FOR THE TENTH-GRADE STUDENTS AT
HOTEL ACCOMMODATION DEPARTMENT IN SMKN 1 BATU**

THESIS

This thesis is submitted to meet one of requirements to achieve Master Degree in
English Language Education



**BY:
ARUM LUFIANA
NIM: 201510560211019**

**MASTER OF ENGLISH LANGUAGE EDUCATION DEPARTMENT
POSTGRADUATE PROGRAM
UNIVERSITY OF MUHAMMADIYAH MALANG
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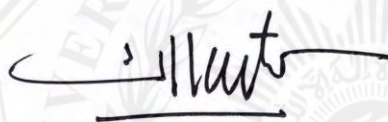
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Proposed by:

**ARUM LUFIANA
201510560211019**

Has been accepted on
Wednesday, 25 July 2018

Advisor I



Dr. Sri Hartiningsih

Advisor II



Dr. Hartono

Director of Directorate of
Postgraduate Program



Dr. Hartono, Ph.D

Head of Program Study
Master of English Language
Education Department



Dr. Hartono

THESIS

Written by:

ARUM LUFIANA
201510560211019

Has been examined in front of examiners
On Wednesday, 25 July 2018 and decided that
It has fulfilled the requirements to get
Master Degree of English Language Education
in Postgraduate Program of University of Muhammadiyah Malang

The Examiners

Chief : Dr. Sri Hartiningsih

Secretary : Dr. Hartono

1st Examiner : Dr. Sudiran

2nd Examiner : Dr. Estu Widodo

LETTER OF STATEMENT

I, the undersigned:

Name : **ARUM LUFIANA**
NIM : **201510560211019**
Study Program : **Master of English Language Education**

Hereby, declare that:

1. The thesis entitled: **THE STUDENTS' NEEDS ANALYSIS OF THE SPEAKING MATERIALS IN ENGLISH TEXTBOOKS FOR THE TENTH-GRADE STUDENTS AT HOTEL ACCOMMODATION DEPARTMENT IN SMKN 1 BATU** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
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3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 25 July 2018

The Writer,



ARUM LUFIANA

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ACCOMMODATION DEPARTMENT IN SMKN 1 BATU**

Arum Lufiana

**Master of English Language Education
Postgraduate Program of University Muhammadiyah Malang
Arumlufiana01@gmail.com**

ABSTRACT

This research aims at describing the tenth-grade students' needs for speaking materials in English textbooks, especially in Hotel Accommodation Department at SMKN 1 Batu. There are three kinds of problems that were raised up in this research including students' target needs, students' learning needs, and the speaking materials in English textbooks which are relevant with the needs of students at Hotel Accommodation Department. This research used the descriptive qualitative method because it was intended to describe the students' target and learning needs and to find out speaking materials in English textbooks which were related to students' needs. This research was conducted at SMKN 1 Batu.

The first finding of this study is the speaking target needs of students at Hotel Accommodation Department which includes: (1) necessities (students needed materials for their future career in the hotel and for national exam purpose). (2) lacks (students faced difficulties in learning vocabulary, pronunciation, and feel anxious when speaking English because of the sentence structure). (3) wants (students needed speaking materials which were related to hospitality including short text, vocabularies, articles under hotel topic, visual text, and short dialogues about daily activities in the hotel). Another finding is the students' learning needs which were: (1) electronic media such as the internet, television, and smartphone and audiovisual media like video, film, song, powerpoint, and audio recording for learning input. (2) speaking learning tasks in the classroom such as completing a dialogue, answering questions based on the speaking texts, analyzing and translate meaning vocabulary, filling the blanks and utterance, and repeating teachers' pronunciation as learning procedures. (3) speaking activities or tasks to do in pairs, in a small group, or individually as the learning setting. (4) teachers as knowledge provider, controller, facilitator, motivator, and role model in speaking English in the class. (5) active participation during teaching and learning activity. Lastly, the speaking materials which were relevant to the students' needs were provided by three English textbooks namely; *Mandiri Practice*, *Get along English*, and *Bahasa Inggris revision 2017*. Furthermore, the speaking materials in *English for International Tourism* was mostly recommended as the primary basic materials, along with some exercises and activities related to students needs in target situations.

Keywords: *Hotel Accommodation Department, Speaking material, Students' Needs Analysis.*

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Arum Lufiana

**Magister Pendidikan Bahasa Inggris
Program Pascasarjana Universitas Muhammadiyah Malang
Arumlufiana01@gmail.com**

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan kebutuhan siswa kelas X untuk bahan bacaan dalam buku teks Bahasa Inggris, khususnya di Hotel Accommodation Department di SMKN 1 Batu. Ada tiga jenis masalah yang diangkat dalam penelitian ini termasuk kebutuhan target siswa, kebutuhan belajar siswa, dan materi berbicara dalam buku teks bahasa Inggris yang relevan dengan kebutuhan siswa di Hotel Accommodation Department. Penelitian ini menggunakan metode deskriptif kualitatif karena dimaksudkan untuk mendeskripsikan target siswa dan kebutuhan pembelajaran dan untuk mencari tahu bahan bacaan dalam buku teks bahasa Inggris yang terkait dengan kebutuhan siswa. Penelitian ini dilakukan di SMKN 1 Batu.

Temuan pertama dari penelitian ini adalah kebutuhan target berbicara siswa di Hotel Akomodasi Departemen yang meliputi: (1) kebutuhan (siswa yang diperlukan bahan untuk karir masa depan mereka di hotel dan untuk tujuan ujian nasional). (2) kekurangan (siswa menghadapi kesulitan dalam mempelajari kosakata, pengucapan, dan merasa cemas ketika berbicara bahasa Inggris karena struktur kalimat). (3) keinginan (siswa membutuhkan bahan berbicara yang terkait dengan keramahan termasuk teks singkat, kosakata, artikel di bawah topik hotel, teks visual, dan dialog singkat tentang kegiatan sehari-hari di hotel). Temuan lain adalah kebutuhan belajar siswa yaitu: (1) media elektronik seperti internet, televisi, dan smartphone dan media audiovisual seperti video, film, lagu, powerpoint, dan rekaman audio untuk input pembelajaran. (2) berbicara tugas-tugas pembelajaran di kelas seperti menyelesaikan dialog, menjawab pertanyaan berdasarkan teks berbicara, menganalisis dan menerjemahkan kosa kata yang bermakna, mengisi kekosongan dan ucapan, dan mengulangi pengucapan guru sebagai prosedur pembelajaran. (3) kegiatan atau tugas berbicara untuk dilakukan berpasangan, dalam kelompok kecil, atau secara individu sebagai latar belakang pembelajaran. (4) guru sebagai penyedia pengetahuan, pengontrol, fasilitator, motivator, dan panutan dalam berbahasa Inggris di kelas. (5) partisipasi aktif selama kegiatan belajar mengajar. Terakhir, materi berbicara yang relevan dengan kebutuhan siswa disediakan oleh tiga buku teks Inggris yaitu; Latihan Mandiri, Ikuti Inggris, dan Bahasa Inggris revisi 2017. Selanjutnya, bahan-bahan berbahasa Inggris untuk Pariwisata Internasional kebanyakan direkomendasikan sebagai bahan dasar utama, bersama dengan beberapa latihan dan kegiatan yang berkaitan dengan kebutuhan siswa dalam situasi target.

Kata kunci: Analisis Kebutuhan Siswa, Departemen Akomodasi Hotel, Materi Berbicara.

INTRODUCTION

English is a compulsory subject taught in most of the educational levels including at the secondary level. In the senior high school, English must be taught as a general subject while in the vocational high school, it is taught as the specific material. English materials for VHS students can be classified based on the students' field of study. For example, hotel accommodation students more require learning the speaking skill rather than other skills since it will be more needed to face the job in their future workplace. It aims to train the students to prepare them to be able to work in the hospitality works, such as in the front office, reservation section, restaurant, guest service agent, food and beverage sector, sales, and marketing division. According to Doyle (2017), hotel accommodation is one of the consistent occupations in many areas of work. It means that the priority of the hotel accommodation department is the professional skills and competencies such as accommodation, tourism, and food and beverage services.

English teaching material is one of the components that determine the success of teaching and learning activities in accordance with the learning objectives. Tomlinson (2011) stated that material is anything which is used to help learners to learn. On the other words, it refers to anything that is used by the teacher to support the teaching and learning process in order to achieve learning objectives.

English materials for VHS students can be classified based on the students' field of study. For example, hotel accommodation students more require learning the speaking skill rather than other skills since it will be more needed to face the job in their future workplace. It aims to train the students to prepare them to be able to work in the hospitality works, such as in the front office, reservation section, restaurant, guest service agent, food and beverage sector, sales, and marketing division. According to Doyle (2017), hotel accommodation is one of the consistent occupations in many areas of work. It means that the priority of the hotel accommodation department is the professional skills and competencies such as accommodation, tourism, and food and beverage services. It can be said that hotel accommodation is one of the occupations that requires professional skill and

competencies. To support it, English speaking materials that the students learn play an essential role. Thus, the materials such as reading passages should cover terminologies which are related to hotel accommodation.

Needs analysis is the activities of gathering information from the students before the teaching and learning process conducted. It is to meet the students' target needs and learning needs. According to Fatihi (2003), needs analysis is a tool to know the learner's necessities, needs, and lacks. It means that the needs analysis can help the teacher to understand the differences between the target and learning needs. Target needs and learning needs in vocational high school refer to the students' necessity to prepare the speaking ability in the target situation, such as handling complaints from hotel guests, marketing, receiving a call, and taking an order. By conducting a needs analysis, the teachers can determine the students' needs based on their major.

Students' needs analysis is the first step in finding the relevance of the objectives of the teaching and the learning process. According to Hutchinson and Waters (1987), students' needs are classified into two categories; target needs and learning needs. Target needs are the things that the students will do in the target situation (Hutchinson and Waters, 1987). On the other hand, learning needs are what the students need to do in order to learn (Hutchinson and Waters, 1987). It means that they are related to learning situations, student knowledge, skills and learning strategies to fulfill the needs of the students after knowing the target situation. For example, in learning English speaking, the tenth-grade students of Hotel Accommodation Department prefer to use dialogues rather than text stories.

Based on the preliminary study, the researcher found some problems regarding students' need for speaking materials in English textbooks. The results were: firstly, the students were difficult to communicate with foreign guests in the hotel because they lacked vocabulary and practices. Secondly, the speaking materials were not relevant to the students' needs because the ones in the English textbooks that were used by the English teacher were still general. The last, the students had low motivation in following the speaking class because of the monotonous teaching strategy.

REVIEW AND RELATED LITERATURE

The Nature of Speaking

Speaking is one of the skills that should be mastered by the students of any level in education. According Kayi (2006), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol in variety of context. It can be said that speaking is the ways' people in expressing ideas, opinions, and thoughts with the receiver to understand the meaning of words or sentences. On the other hand, Harmer (2002) who stated that speaking is a kind of productive skill from the four basic language skills. It means that the ability of students to produce message with the purpose can be understood well by the receiver. Thus, speaking is one of productive skill which offer the verbal communication among people along with considers the grammar usage inside. In sum, speaking is a process digging out the feelings or ideas through verbal communication along with considered grammar, vocabulary, and pronunciation usage.

Micro and Macro Skill of Speaking

Speaking skill in learning English is not only mastery about vocabulary, grammar, and pronunciation but also there are some the criteria of speaking provide into two components of speaking skills. According to Brown (2007), the meaning of micro skills is produce chunks of the language in the smaller output, such as phonemes, morphemes, words, collocations, and phrasal units. In addition, the macro skill of speaking refers to producing a large element of the language, such as fluency, discourse, function, style, cohesion, non-verbal communication, and strategic option. Both macro and micro skills of speaking are crucial elements in oral communication that need to be mastered by the language learners. These skills can lead the learners to be able to express their ideas comprehensively.

Teaching Speaking at Vocational High School

Teaching speaking is a compulsory matter which is taught in senior high school and vocational high school. In teaching, the teacher should teach the materials which appropriate as the major taken by students. For example, the students of hotel accommodation class, the teacher either give the tasks the

hospitality vocabulary and specific expressions in term of front office. It is line with by Anggraeni (2016), vocational high school is specifies in providing the students' need with practical skills to perform the tasks in a certain job. It means that one of goals teaching speaking in vocational high school is used to prepare the students to be productive people to fulfill the good requirement in the opportunities. Based on the *Depdiknas* (2006), there are several basic purposes of vocational high school such as intelligence, knowledge, personality, principled behavior and skill. It means that the students in vocational high school are needed to enter the suitable education to prepare in the future workplace.

English Speaking Materials of Vocational High School

Material is a component of learning that used in teaching and learning process to meet the needs of the students. Material is everything used to help and facilitate the teacher and students in teaching and learning process (Tomlinson 2011; Richards and Schmidt 2002). It means that the material refers to everything of tools or sources that the teacher used to teaching English in classroom and the students achieve learning objectives effectively. For example, many kinds of materials can be used by teacher in teaching and learning activities. Some kinds of materials are easy to be found such as a textbook, a workbook, a cassette, audio or video form, website, and so on (Tomlinson, 2011). Thus, materials should give the students some experiences after teaching and learning activities and recommended to meet students' needs.

English Textbook for Teaching English

Textbook is a reference used in teaching and learning activities inside or outside classroom which consists of several parts of materials. According to Tomlinson (2011), textbook is the body of language teaching materials in which a variety of issues are covered considering the learning needs of students within a learning period. In other words, textbook is a core of material to decide the goal and objective learning and teaching process. It is line with *Peraturan Menteri Pendidikan Nasional Nomor 11 Tahun 2005*, textbook is a major reference to be used at school which contains learning materials in order to improve skill, knowledge, ability, professional skill, character, and personality based on standard

of education. Thus, textbook is can be used to facilitate students in reach the learning objectives.

Needs Analysis

Needs analysis has a vital role in the process of designing and carrying out any language course, whether it is English for Specific Purposes (ESP) or general English course. It helps the teacher to create an appropriate material based on the students' need. It also helps the students for comprehending the English materials based on their expertise. Basturakem (2010) stated that needs analysis should be concerned with the establishing of communicative needs resulting from an analysis of the communication in the target situation. It means that need analysis is a technique to gather some information related the needs of students to be able communicate in target situation.

Kinds of Needs Analysis

Needs analysis is needed in ESP in order to specify why the learners need to learn English. There are two kinds of needs in ESP, target needs and learning needs. According to Hutchinson and Waters (1987), there are three aspects in target needs. They are necessities, lacks, and wants. According to Nunan (2004), learning needs are related to goals, input, procedures, setting, learner's role and teacher's role.

Target needs

Target needs refer to the knowledge and abilities of the students in learning accordance with in which English is used. Target needs belong to what the learners need to do in the target situation (Hutchinson and Waters, 1987). In analyzing the target needs, there are three considerations which should be considered. Necessities are what the students' have to know in order to function successfully in the target situation. In this case, necessities are to know the students' needs of learning speaking materials relates to goals, language functions, speaking materials and speaking usage.

Lacks are relates to the gap between presents situation and target situation. It means that to decide the students lacks in target situation, we also to know and matched the existing proficiency of students already in the present's situations.

Wants belongs to the students information about the expectation in their needs. It linked with the students' experiences in learning English before.

Learning needs

Learning needs are the knowledge and abilities required by the learners in order to be able to perform to the required degree of competence in the target situation. Learning needs are what the students' needs to do in order to learn (Nunan, 2004). There are fifth competencies considerations in learning needs which should be considered. Input is the students' process receives knowledge in learning English from inside or outside the class, such as textbooks, newspapers, video, televisions, English teachers, and environments to support their English ability.

Procedure is belongs to what the students should do in the activity or tasks. It is relates with the way students doing the tasks based on the teachers or books instruction ,such as role play, discussions, oral presentation, and games. Setting relates to the classroom arrangements fit the needs of the students' learning abilities in activity. For instance, the students do interview with the foreign guests who come in hotel to collect the data about the hotel reputation, this activity can be doing in pairs or individually it is based on the students' abilities in activity.

Teachers' role is the way the teacher in the classroom as guiding, controller, facilitator, and role language model during teaching and learning activity. In teaching and learning the students need the teachers can be explain the learning materials appropriate with their major and give example more details. Students' role indicates to the role of students as participants during teaching and learning is running. The students can participant in discussion, giving opinion during discussion, doing tasks, presentation in front class, and active in quiz given by the teacher. The students participate actively during learning in the classroom give good motivation to others students in order that more active during learning

RESEARCH METHOD

Research Design

Research design is important for the researcher to analyze the data to get a clear understanding of the phenomenon. This study used a qualitative design. According to Latief (2016), qualitative research is a process of inquiry which aims at understanding human behavior by building the complex and holistic picture of the social and cultural settings in which such behavior occurs. In this research, the qualitative data were the description and interpretation of the information from the analysis of the students' needs of the speaking materials in English textbooks.

This research was categorized as descriptive qualitative design. According to Arikunto (2013), descriptive research aims to explain and describe the phenomena related to the condition that happens in the research area. It means that the researcher should do the in-depth study in order to get the detail information about what was going on in the research area before presenting it. The researcher described the phenomenon based on the data collection. In this research, the researcher concerned on the detail description of the phenomenon related to the students' needs of the speaking materials which are provided in the English textbooks.

Research Setting

This research focused on the Hotel Accommodation Department. The researcher selected SMKN 1 Batu as the site of the research because it is one of the favorite schools and has the good reputation in Batu City, especially for its Hotel Accommodation Department. There were some reasons why that school has a better reputation compared with the other vocational high schools. Firstly, the school has won the Hotel Accommodation Students' competition in Batu district. Secondly, the school got the first and the third winners of making bed competition in the province level.

Research Subjects

The respondents of this research were the tenth-grade students of Hotel Accommodation Department in SMKN 1 Batu. To select the students that would be involved as respondents, the researcher should determine the sample in this

research by using particular criteria and purposes in order to obtain the relevant data. In this study, the researcher employed the purposive sampling technique. According to Creswell and Plano Clark (2011), purposive sampling is the technique of determining individuals or groups with certain considerations that are especially knowledgeable about or experienced with a phenomenon of interest. Related to the phenomena being observed, the criterion was determined based on the students' English achievements which include high, fair, and low. Since the number of Hotel Accommodation Department consists of three classes. The researcher had taken three respondents of the total of the tenth- grade students in the class. It was easier for the researcher classifying the result of students' answers interview based on the students' English achievements. In this research, the totals of respondents from three classes were nine students.

Data Collection

The process of collecting the data was done by the researcher as follows:

Visiting the school and asking for permission from the headmaster for conducting the research, choosing some students of Hotel Accommodation Department in the tenth-grade class based on the criteria, preparing the instruments to collect the data, interviewing the chosen tenth-grade students to know their needs based on the target needs and learning needs, and searching for the data from the English textbooks used by the English teachers in that department in order to find out the materials which are relevant to the students' needs.

Research Instruments

In this study, the researcher acted as the main instrument to collect the data. Interview and documentation were other two instruments utilized in this study to get the information about the students' needs related to their target and learning needs of speaking materials in their English textbooks.

The first instrument was an interview. It was used to collect the data from the tenth-grade students of the Hotel Accommodation Department. The interviewee was the tenth- grade students of the Hotel Accommodation Department. There were three classes; each class consists of 35 students. In this

research, the researcher used the semi-structured interview. It is a type of interview with open-ended questions which allows for a discussion with the interviewee. According to Alsawi (2014), the semi-structured interview is a type of interview where the questions are pre-planned by the interviewer, and the interviewees are given the opportunity to explain or deliver the deep and rich opinion. In this study, although the researcher had prepared a list of questions about students' needs for English speaking materials, she might ask more things which were still related to the students' needs.

Documentation was the second instrument used in this research. It was used to identify the English speaking materials which were relevant to the needs of the tenth-grade students in the Hotel Accommodation Department.. In this present research, the documents such as syllabus, lesson plan, and English textbooks where: (1) *Mandiri: Practise Your English Competence*, (2) *Get Along with English (for Vocational High School Grade X Novice Level)*, (3) *Bahasa Inggris revision edition 2017 endorsed by the Government* and (4) *English for International Tourism (pre- Intermediate course book)*. In this approach, the researcher needed some documents, such as syllabus, lesson plan, and English textbooks in order to collect more comprehensive information related to the speaking materials which were relevant to students' needs.

Data Analysis

To answer the research questions, the researcher did some analysis steps as follows: transcribing the result of an interview with the students, classifying the students' answers from the interview section based on their correspondence on target needs and learning needs aspects, analyzing English textbooks to identify the speaking materials that were relevant to the students' needs in the teaching and learning process, and drawing the conclusion in order to give the general description of the students' target and learning needs, and the speaking materials in English textbooks which were related to students' needs.

RESEARCH FINDINGS

The Students' Target Needs of the Speaking Materials at the Hotel Accommodation Department

Based on the result of the data analysis, it was found that the students needed speaking materials in the target situations. The students' target needs included **necessities** (the students have to know speaking materials in order to function successfully in the target situation, **lacks** (the gap between the current and target situation in learning the speaking materials), and **wants** (students' perception about factors affecting their way in learning the speaking materials). The complete data of students' target needs can be seen in Appendix 1. While, the result data about the students' target needs is presented below.

The Necessities

Based on the research finding, some factors promoting the students to learn the speaking material were found. Firstly, the students' respond about their goals in learning speaking at Hotel Accommodation Department showed that they needed the speaking materials to support their future career, such as to work as a front office at the hotel and to communicate with the foreign guests fluently. It was expressed by students 1, 3, and 8 stating that they needed the speaking skill in English to support their future career as a staff in the hotel. Additionally, students 2, 4, 5, 6, and 7 said that they wanted to speak English fluently with foreign guests and had the very good understanding of English related to hospitality. Understanding students' needs of English to apply in their future career could assist English teachers to determine the learning materials that they should provide in the classroom.

The Lacks

This part presents the data about the difficulties that the learners found in learning speaking including vocabulary, grammar, and pronunciation, both in the present and in the target situation. This was proven by students 1, 2, 3, 5, 6, and 8 stating that they had difficulties in choosing vocabularies when arranging sentences, memorizing vocabularies, building good sentence, doing conversation

with foreign guests, and pronouncing the word. Moreover, students 4 and 7 stated that they had difficulties in listening to the people talking about and in reading English texts. However, the student 9 uttered, "I felt difficulties in all aspect of English". Overall, many students were still unfamiliar with vocabularies on their major, felt difficulties when pronouncing the words, and were difficult in arranging sentences when communicating with foreign guests.

The Wants

The analysis of students' wants was conducted in order to get information about the factors motivating students to learn to speak. This information was expressed by students 1, 3, and 4 explaining that they wanted speaking materials like simple texts under hospitality topics and vocabularies in that area. Further, students 2, 5, 6, and 7 stated that they wanted examples of short dialogues between front liner in a hotel and foreign guests, such as greeting and doing reservation that often happened in the hotel, speaking in the real situation in the hotel, visual text such as pictures and cartoons. The variety of the students' wants was used to determine the appropriate speaking materials for the students to learn. The data showed that the students learned to speak to help them in their future career and helped them to speak English fluently when communicating with foreign guests.

The Students' Needs of the Speaking Materials at the Hotel Accommodation Department

The second research question asks the students' needs of the speaking materials at Hotel Accommodation Department in order to get the knowledge and skills that were required to communicate in the target situations. The students' learning needs were: (1) input, (2) procedures, (3) setting, (4) the teacher's role, and (5) the student's role. The complete data of the students' needs of the speaking materials can be seen in Appendix 1. The results of the students' needs of the speaking materials are shown below.

Input

Learning input refers to the sources of learning materials in teaching to achieve the students' goal and objectives like electronic media and textbooks.

Students 1 stated, "I need watching the video and using the internet to make learning speaking not monotone". Then, students 2, 3, and 4 said that they wanted to learn by using a mobile phone to make the tasks easy to complete and watching a video related to hospitality and front office activity at the beginning of the class. Furthermore, students 7, 8, and 9 explained that they got more information from watching television, watching the film, listening song, and reading hospitality and tourism textbooks. Therefore, the availability of various media in teaching and learning speaking in the classroom gave a good impact on the students' motivation and comfort, and also help them understand the materials easily.

Procedures

Learning procedures refer to the types of activities and tasks that the students do in learning speaking. The students' activities were suggested by students 1 and 4 saying that they wanted to do a role play directly with foreign guests as a part of the tasks or activities of the speaking learning. Furthermore, the student 2 stated, "I need a discussion about hospitality to improve my understanding on that matter". It was also addressed by students 5, 7, and 8 stating that they needed a direct oral presentation in front of the class to stimulate their motivation, and interview activity which is appropriate with hotel accommodation topic. Furthermore, it was narrated by students 3, 6, 4, and 7 stating that they needed task on analyzing the meaning of vocabulary, filling dialogue with the suitable vocabulary or phrase, translating English vocabulary to Indonesian, and completing utterances using correct grammar. English teachers should consider the aspects above in selecting or providing speaking tasks or activities in teaching speaking for students in the Hotel and Accommodation Department.

Setting

The setting is an aspect of learning needs that are related to the condition where or when the students usually carried out the tasks. The first statement refers to this is the one said by students 1, 5, and 8 explaining that they needed to do tasks in pairs with a classmate. In contrary, students 2, 4, and 6 responded that they needed to do the tasks individually. Therefore, learning setting should be varied and treated with a good strategy to bring a good impact and to develop

real-life atmospheres for students, and made them more motivated and interested in learning speaking.

Teachers' Role

Teachers' role is one of the pivotal aspects of learning materials that handle the students from the beginning until the end of the teaching and learning process. Students 1, 4, and 5 stated that their expectation is that the teacher could explain more details about materials and give speaking tasks related to hotel accommodation, gives simple explanations about the materials and lets the students exploring the tasks, and explains the speaking materials by using English. In addition, students 3 and 9 revealed that the teacher should help and guide the students when they got difficulties and a good teacher should not be vicious when students do not understand the materials. Based on these findings, it could be identified some strategies that the teacher should consider in running their role in teaching and learning to guide the students to understand the materials.

Students' Role

Students' role refers to the student's active participation during teaching and learning process. How the students' role during teaching and learning speaking materials was suggested by student 1 saying that, "I listened to the teacher's explanation about the materials and doing the tasks from teachers". Then, more explicitly, students 6 and 2 mentioned that they followed the teacher instruction and doing the speaking homework and tasks from the teachers. The students' role as active participants in the classroom helped the teacher to reach the goal and objective of the learning materials and to develop teaching materials more creatively.

The Speaking Materials in English Textbooks which were relevant to the Students' Needs.

The data showed that there were four English textbooks used in this study. They were: (1) *Mandiri Practice*, (2) *Get along English*, (3) *English revision edition 2017*, and (4) *English for International tourism*.

Table1. The Summary of the relevant speaking materials to students' target needs

No	English Textbook	Necessities	Lacks	Wants
1	Mandiri Practice	Taking orders , Reservations, Giving directions, Greetings, Time and Objects, Expressions, Giving directions, invitations and Reported Speech, and Tenses	—	—
2	Get Along English	Greetings, Telling Time, Taking Orders, Giving Directions, Numbers and Time, Physical appearance and Professional, Expressions, Tenses, and Invitations	—	—
3	Bahasa Inggris revision edition 2017	Complimenting Expressions, Tourism Objects, Telling Activities, Giving Announcement, My Idol, and Biography	Talking About Self, Congratulating and Complimenting Others, Expressing Intention, Which Is Your Best Getaway, Let's Visit Niagara Falls, Giving Announcement, The Wright Brothers, My Idol, The Battle of Surabaya, BJ Habibie, Cut Nyak Dien, Issumboshi, Maling Kundang, Strong Wind, and You've Got A Friend	—
4	English for International Tourism	Handling Telephone, Handling Job Interview, Checking In and Checking out Guests, Hotel Facilities, Hotel Operations, Food and Beverage, Taking Orders, and Giving Directions.	Visitor Centers, Hotel Services and Facilities, Hotel Trends, Hotel Charges, Food and Drink, Food Orders, Giving Directions, Housekeeping Supplies, Refurbishment, and Checking A Hotel Bill, Dealing with reservation on telephone, interview for job, Checking in, checking out, Taking food orders, Giving directions, and Hotel operations.	Checking in Guests, Room with a View, Today's Special Menus, and Checking out Guests. Visitor Centers, Hotel services and facilities, Hotel trends, Hotel charges, Food and drink, Food Orders, Giving directions, Housekeeping Supplies, Refurbishment, and checking a hotel bill, Dealing with reservation on telephone, interview for job, Checking in, checking out, Taking food orders, Giving directions, and Hotel operations.

Based on the findings, speaking materials which were relevant to the students' target needs, Firstly, speaking materials which were relevant to students' necessities were like *taking orders, reservations, giving directions, greetings, time, objects, expressions, invitations, reported speech, tenses, telling time, numbers and time, physical appearance, professional, complimenting expressions, tourism objects, telling activities, giving an announcement, my idol, and biography, handling telephone, handling job interview, checking in and checking out guests, hotel facilities, hotel operations, food and beverage, taking orders, and giving directions.*

Secondly, speaking materials that could help students in the vocabulary pronunciation difficulties such as, *talking about self, congratulating and complimenting others, expressing intention, which is your best getaway, let's visit Niagara falls, giving announcement, visitor centers, hotel services and facilities, hotel trends, hotel charges, and food and drink.* Thirdly, the materials which were relevant to the students' wants on speaking materials about the simple text which includes *checking in guests, room with a view, today's special menus, and checking out guests. In addition, the speaking materials relevant with hospitality vocabulary were such as visitor centers, hotel services and facilities, hotel trends, hotel charges, food and drink, food orders, giving directions, housekeeping supplies, refurbishment and checking a hotel bill.*

Table2. The summary of the speaking materials relevant to students' learning needs

No	English Textbooks	Input	Procedure	Setting	Teachers' role	Students' role	Speaking materials
1	Mandiri Practice	Textbook	Role play and answering questions	Pairs	Controller and facilitator	Active participants	Practicing as a receptionist Giving directions
2	Get along English	Textbook movie, and picture	Roleplay, answering questions, Make short dialogue and Practice the following dialogue, and Completing a dialogue	Pairs	Controller, facilitator, motivator, and role model	Active participants	Greetings, saying goodbye, and thanking Telling time Practicing taking an order at a restaurant Giving directions
3	Bahasa Inggris revision edition 2017	Movie or Picture	Roleplay, and Describing the picture	Pairs	Controller and facilitator	Active participants	Describing the tourism places
4	English for International Tourism	Textbook and Audio script (CDs).	Roleplay, Practicing dialogue, Answering the question, and Completing the expressions	Pairs	Controller, facilitator, and motivator	Active participants	Handling / dealing with a reservation on the telephone Practicing interview questions for the jobs in Hotel Checking in hotel Dealing with complaints Taking orders food and drink Giving directions Hotel operations Checking out hotel

The speaking materials available in the *Mandiri Practice* textbook were *practicing as a receptionist and giving directions*. Then, the relevant speaking materials in *getting Along English* textbook included *greetings, saying goodbye, and thanking, telling time, taking orders at a restaurant, and giving directions*. In the *English revision edition 2017* textbook, the relevant material was *describing the tourism places*. In addition, in the *English for International tourism* textbook, speaking materials which were relevant to the needs of the students in learning included *handling or dealing with reservation on telephone, practicing interview questions for the jobs in hotel, checking in hotel, dealing with complaints, taking orders food and drink, giving directions, hotel operations, and checking out hotel*.

Discussion

Based on the data about the student's target needs, it was found the aspects of necessities as follows. The first one is the English speaking materials that they would need as hotel staff candidates. This was in line with previous research by Nawamin (2012). His findings indicated that speaking is an important requirement for hospitality staff whose function is to assist the daily activities such as guiding and interacting with foreign guests who came to visit tourist attractions and stayed at the hotel. Secondly, some students needed English speaking materials to pass the English National Exam. According to Kayi (2006), speaking is a process of building and sharing information by using verbal or nonverbal communication. In other words, students could pass the exam if they could convey opinions, ideas and knowledge to the recipient of the message with meaning and sentence which were easy to understand.

Based on the finding from the students' lacks shows that students had limitations in speaking English due to the lack of language content that they master such as vocabulary, pronunciation, and sentence building when speaking with foreign guests that make them feel nervous. This was in line with Al Hosni (2014) who identified the factors causing speech impediment are that students feel worried about making mistakes and are afraid of criticism and embarrassment. Concerning with finding of the students' wants, it was shown that the students

needed simple texts, articles discussing the hospitality, vocabularies about hospitality, and a brief dialogue about hospitality.

In relation to the data about the students' learning needs of speaking materials, there were five categories. Firstly, the student needed the speaking learning input through electronic media during the learning activities in the classroom. This was in line with Rao's (2014) statement that if a medium is used in education, it will be a complement to the learning process. So, the need for media in learning English was very important to bring a colorful atmosphere and makes the material to be more interesting for students to help the process of receiving the language.

Secondly, students needed the learning activities or learning procedures that varied on each material topic. According to Kayi (2006), there are thirteen activities that can be used based on situations to improve speaking in the classroom to convey ideas, knowledge, and opinions in communicating, for example, group interaction, discussion, dialogue, role play, interviews, games, and presentation. In other words, in the classroom learning, variations of activities and tasks are required to create a more active, non-boring classroom atmosphere, and bring more opportunities for students to convey their ideas and their knowledge of the material being studied.

Thirdly, related with students need on learning setting, students required an effective and efficient classroom arrangement to complete the exercises given by the teacher or those in the book. According to Johnson, and Smith (2014), the interdependence in working on tasks within a group is a positive dependency because it will create a good cooperation between members and leaders or motivators in the distribution of skills that each student. Fourthly, based on the data, students needed the role of the teacher in the speaking class as a motivator, facilitator, controller, provider, and role model. This is in line with Mudasir (2011) arguing that the role of teachers in the classroom setting is of particular importance in attracting and creating creative and enjoyable learning situations. This means that teachers should be able to provide significant influence to the

students to increase their quality in accordance with the objectives of learning materials and motivate students in language learning.

Fifthly, based on the data obtained the students were interested to play an active role in speaking activities. According to Dornyei and Murphey (2003), the success of learning in the classroom depends on how students play and interact with others and the extent to which students work together with teachers and other students. So, the success of classroom learning is the impact of active students in the class either in doing the task or in providing information through their ideas. In addition, teachers also had a role to engage students in the material.

Based on data answering the third research question, speaking materials which were relevant to the needs of students in the Hotel Accommodation Department were covered in four English textbooks used by teachers in learning and teaching activities. Firstly, the materials provided in *Mandiri Practice* textbook were not relevant to the students' needs to work in the hotel. The students needed more specific speaking materials such as phrases used in doing communication in the front office; handling complaints, answering messages from the phone, making a reservation, handling food or beverage order, and handling room payments. In addition, speaking materials in this book which were not relevant to the students' needs are the simple text, hotel articles, short dialogue, and pictorial text that help students to understand about the hospitality more deeply.

Secondly, in regards with the students' target, the material in the *get along English* textbook that was relevant to the students' needs in their future career was speaking materials about self-knowledge, expressions of thankfulness, material about numbers related to times, food orders, and giving directions. Those speaking materials were helpful for students in communicating with foreign guests at the hotel. Thirdly, the speaking materials existing in the *English revision edition 2017* were less relevant to the needs of hotel accommodation students, but in this book, each chapter provided materials that address the students' problems in pronunciation specific to cover the difficulties that students may encounter in the workplace. In this case, Pronunciation material was very important to help

students in speaking with foreign guests at the workplace. Pronunciation was quite difficult to learn because pronunciation and writing are sometimes not the same.

Fourthly, most of the students' speaking material needs were provided in *English for International tourism* textbook. The material in the *English for International tourism* textbook was quite relevant to students' needs. However, in this textbook, there was no material about pronunciation, and the speaking material is taken from articles or texts in magazines related to hospitality. In actual communication, pronunciation material in speaking English was important to help students understanding the speaker's intentions of speaking because sometimes the pronunciation was almost the same but has the different meaning. On the other hand, students also need the speaking materials derived from articles or magazines related to hospitality but were not met by this textbook

In the other words, the speaking material for Hotel Accommodation Department of the Vocational High School should be very different from the material taught in the general High School. According to BNSP (2006), the characteristics of speaking skill for hospitality purpose have an important role in global competence in the workforce Therefore, speaking material in hospitality should develop students' skills in communication, and the English that they learn should be effective in accordance with the context of communication. In addition, speaking materials in the textbooks of vocational schools also had particular characteristics that support students in their future careers. According to BNSP (2007), speaking materials in the vocational high school materials have characteristics such as they are related to the listening material, support students' skills in the workforce, provide exercises to improve students' abilities, and are relevant to the objectives of learning. Thus, in terms of students' learning needs on input, setting, and procedure, teacher and student roles also had more specific and complementary objectives in each aspect.

CONCLUSION AND SUGGESTION

Conclusion

The first important finding was related to the students' target needs in speaking materials which were needed by the students in the Hotel Accommodation Department. It was mentioned that the students' needs of speaking materials were to prepare them for a future career, to pass the National exam of English, and the students needed other supporting materials such as short text, articles, magazines, and text related to hospitality issues and hospitality activities.

Secondly, related to students' learning needs in speaking materials, it was found that the students needed instructional inputs by using electronic media that could help them to learn the latest material. The students needed a variety of learning-speaking procedures in each chapter of the material either in the formation of working groups or working on exercises or activities that were provided in the material. The students needed effective classroom arrangements in learning. In learning speaking, students need the role of teachers such as motivators, facilitators, controllers, providers, and role models. In every speaking activity, the students wanted to be able to play a role and be active; in this case, the students did not only want to receive material from teachers but also give ideas or inputs for their classmates or teachers.

Thirdly, related to the speaking materials in English textbooks which were relevant to the needs of students in the hotel accommodation department, it was found that *Mandiri Practice textbook* provided speaking materials that were relevant to the needs of the students. They were *taking the order, making reservation at a restaurant, and giving directions*. In *Get along English*, the relevant ones were such as *introducing yourself, expression thanking, telling time, taking orders in the restaurant, and giving directions*. Then, the relevant speaking material in the *English revision edition 2017* was the *describing the tourism objects*. Relevant speaking materials in the *International for Tourism* were *checking and confirming details on the telephone, converting letters; practice*

interview questions for the job, checking in guests, hotel facilities, taking food orders, giving directions, hotel operations, and checking out guests.

Suggestion

Based on the above conclusions, some suggestions that may be useful for English teachers and other researchers were proposed as follows.

For English teachers, the need analysis at the beginning of each semester is highly suggested since it aims to help teachers determining and selecting the sources of materials, media, and activities that meet the students' needs to compete in the hospitality job sector. In addition, the needs analysis can facilitate the teacher to know the students' weakness in each chapter. The teacher can develop or write a speaking material book based on the students' levels and needs both in the target and learning so that at the end of the semester, the learning objectives can be achieved. This suggestion can be applied not only for the English teacher of the Hotel and Accommodation Department but also for other departments in SMKN 1 Batu.

For other researchers, these research findings can be applied as references to provide information about the students' needs and the relevant speaking materials for hospitality students. If other researchers would like to do the same needs analysis research, they should conduct a research in other departments with different language skills so it would enrich the references in this topic. Lastly, the researcher can use the findings of this research in developing speaking materials as the final outcome of the student needs analysis of speaking materials.

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APPENDIXES



Transcript of Students Interview

On December 28, 2017

This instrument is expected to answer the following research question:

RQ 1: What are the students' target needs of the speaking materials at hotel accommodation department?

Necessities

1. What is your main goal of studying English speaking at hotel accommodation department?

S1: My purpose study English speaking because, I want English speaking ability for future career as a staff in the hotel

S2: Uhhh, I want to speak English fluently with foreign guest

S3: I need to work in good hotel in Malang or anywhere, Mom

S4: My goal study speaking English is needed in hospitality

S5: I have two goals study speaking, I need for communicate with foreign guests or tourist and I need learning speaking materials to get pass in English national examination

S6: Umm, basically I need for communicate with foreign guests or tourist

S7: Of course to understand English very well related with foreign guest in hotel

S8: To supported me to be able work in a good hotel, Mom

S9: My goal is I need learning speaking materials to get pass in English National examination

2. What types of speaking texts that will be needed when you are working as hotel staff?

S1: Speaking texts about how to serve the guest for checking in and checking out in the hotel and all about hospitality

S2: Ehmm, speaking texts about hospitality and food and beverage

S3: I needed especially texts relevant with hospitality

S4: Uhhh, I need about SOP in the hotel, Mom because I still less of mastery.

S5: I needed Speaking texts related to hotel in Malang, because I want working in Malang city

S6: I think all texts are much needed to help me in future job

S7: Speaking texts about hotel services and facilities and how to serve the guests

S8: I want speaking texts about procedure in handling complaint, telephone, and tourism

S9: Uhhh.... I do not know, Mom

3. What language activity that you will used frequently employ as hotel staff?

S1: Ehmm, speaking practice about useful expressions in the FO, handling complain and telephone, and tourism in Batu city

- S2: Ummm, I will use conversation in the front office
- S3: I will use expression of greetings, welcoming guests, and thanking
- S4: Language activity about daily life in hotel
- S5: Ummm, I think about vocabulary and listen to foreign guests who speak English
- S6: Giving direction, hotel tool, and hotel operation Mom
- S7: Greetings for guests, reservation, making bed, hospitality vocabulary, and expressions in front office.
- S8: They are so many language activities needed in hotel, such as reservation, food orders, checking hotel bill, and so on
- S9: Ummm, I think about expression in front office and hotel service

Lacks

4. What are your difficulties in performing English spoken language as hotel staff?
- S1: I have difficulties when I pronoun word, memorize vocabulary, and grammar
- S2: I found difficulty because practicing speak English in the classroom is very rare
- S3: Difficulty in choosing vocabulary in sentence
- S4: I have difficulties in listening, difficult to understand what people said and difficult to understand the vocabulary
- S5: I found difficulty in memorizing vocabulary and make good sentence
- S6: I have difficulties in memorizing vocabulary and conversation
- S7: I found difficulty in reading English texts, memorizing vocabulary, and pronunciation
- S8: I have difficulties in arranging the sentence when speak to other people
- S9: I found difficulty in all aspect, Mom

Wants

5. What kind of speaking materials that wants to be learnt in hotel accommodation department?
- S1: I want speaking materials related to simple texts about kinds of hospitality matter and relevant vocabulary in hospitality
- S2: I want the examples of short dialogues between front liner in hotel and foreign guests
- S3: I need vocabulary list related to hotel tools, tourism, and food and beverage
- S4: Simple texts and the example containing terms in hospitality
- S5: I need kinds of topic materials about greeting and reservation that are often used in the hotel.
- S6: I want kinds of speaking materials about real life in the hotel situation.
- S7: I need speaking materials related to visual text such as pictures and cartoons

S8: I want learning speaking materials by using some article related to famous hotel to know about hotel operation, hotel facilities, and hotel reputation to improve knowledge

S9: All about hospitality matter because it is not yet fulfilled

RQ 2: What are students' learning needs of the speaking materials at hotel accommodation department?

Input

6. What media do you need in learning speaking materials?

S1: I needed by using internet media and watching video to make learning speaking materials not monotone

S2: I want by using mobile phone to make easy when doing tasks

S3: Using video in the beginning of the class related to hospitality in order to attract the interest of the material

S4: Showing video or film related with front office activity

S5: Uhhh, may be by using power point when teacher presenting materials.

S6: By listening audio record about conversation related to check in and check out in hotel

S7: So many learning media available in learning speaking materials mom, for example, textbook related to hospitality, magazine related to particular hotel in Malang, information from television and so on

S8: I necessary learning by using Hospitality and tourism textbooks are enough to be used as media in learning

S9: I really needed leaning by watching film or listening song, Mom

Procedures

7. What kind of activity do you want in learning speaking materials?

S1: I want to role play with foreign guests directly learning speaking activity

S2: I want learning activity in speaking materials related to discussion about hospitality matter to improve about understanding.

S3: Ehmm, learning activity by using guessing games mom

S4: I need learning speaking with role play which covers my skill in doing tasks from the teacher in the classroom

S5: I require presentation in front of class

S6: I need matching vocabulary games

S7: I want oral presentation activity in class to develop motivation

S8: I require interview activity appropriate with hotel accommodation

S9: I need activity in which it is completing lyrics from song

8. What type of activity do you want in learning speaking materials?

S1: I want speaking task about completing a dialogue between front liner and foreign guests

S2: Answering questions based on the speaking texts, Mom

S3: I need task about analyzing meaning vocabulary

S4: I want to translate English vocabulary to Indonesian

S5: I want completing blanks in the incomplete text

S6: Task about filling dialog with the suitable vocabulary or phrase

S7: Ehmm, I require speaking task that is filling utterance using correct grammar

S8: Repeating teachers' pronunciation about difficult words and memorizing vocabulary

S9: I need speaking task that linked to completing dialogue by using my own words

Settings

9. How do you your English speaking tasks from the teachers?

S1: I do the tasks in pairs with classmate because it is easier to resolve problems

S2: I do the tasks individually because it makes me more focus rather than in group

S3: I prefer to do the tasks in small group than ended quickly

S4: I do the tasks individually

S5: I always do the tasks with my classmate because I have more idea if doing together

S6: I like doing tasks individually. If I do the tasks in group, sometimes only one or two persons doing the tasks and the others are only silent

S7: I feel better doing tasks from teacher in small group discussion

S8: I like to do the tasks in pairs in which there are not too much peoples and focus. Besides, it is more effective

S9: I prefer to do the task with the small group discussion at least 3 persons, Mom.

Teachers' role

10. What is your expectation toward the teacher role in English speaking class of hotel accommodation department?

S1: My expectation is the teacher explains more details about materials and gives speaking tasks related to hotel accommodation

S2: The teacher leads the students in the class and gives clear example about the matter

S3: The teacher can help and guide the students when have the difficulties

S4: I have expectation about the teachers' role in speaking class that gives simple explanations about the materials and then let the students explore the tasks

S5: Explains the speaking materials by used English

- S6: The teacher gives motivation for the students in learning speaking because sometimes I feel lazy when study speaking in class
- S7: I need the teacher who speaks by using 70% English and 30% Bahasa
- S8: I need the teacher to control the students in every speaking activity in the class
- S9: I want a good teacher that is not vicious when students do not understand about the materials.

Students' role

11. What is your expectation toward your role in English speaking class of hotel accommodation department?
- S1: Listen to the teacher's explanation about speaking materials and doing the tasks from teachers
- S2: Doing the homework and tasks of speaking from the teachers
- S3: Study in school, mom
- S4: Active in discussion and listen to the teacher explanation, Mom
- S5: Write down the important materials and formula from the teacher explanation in front of the class
- S6: Follow the teacher instruction and doing speaking tasks
- S7: I hope to be more active when the teacher gives quiz and I want to share my opinion or knowledge in group discussion
- S8: More active and participate in every activity given in class
- S9: Reading books and doing tasks from the teacher

(Adopted from Fahmi. D. P: 2013)

The Students Target Needs Speaking Materials in Mandiri Practice English Textbook.

No	Students' target needs	Textbook 1: Mandiri Practice	
1	Necessities	Speaking Materials	
	a. To support the students in future career.	Practice taking order, and reservation at restaurant Giving directions	45 53-54
	b. To get pass in English national examination.		1-2 9-11 19,27,and 28 39
	c. The students realize the usage of English for performance as a hotel staff.	Tenses Giving directions Invitations and reported speech Practice taking order, and reservation at restaurant Giving directions.	53-54 59-61 45 53-54
2	Lacks		
	a. Vocabularies	-	
	b. Difficult to understand pronunciation	-	
	c. Felt nervous when they spoke English with foreign guests.	-	
3	Wants		
	a. Simple texts.	-	
	b. Articles related to hospitality.	-	
	c. Hospitality vocabulary.	-	
	d. Visual texts.	-	
	e. Short dialogues related to real life with hospitality matters.	-	

The Students Target Needs Speaking Materials in Get along English Textbook.

No	Students' target needs	Textbook 2: Get along English	
		Speaking Materials	Page
1	Necessities a. To support the students in future career. b. To get pass in English national examination. c. The students realize the usage of English for performance as a hotel staff.	Introduce yourself, and thanking Telling time Taking orders in restaurant. Expression giving directions Greetings, saying goodbye, and thanking Numbers and time Physical appearance and professional Expressions (sympathy, regret, apology, request, and commands) Tenses Giving directions Invitations Practice taking order in restaurant (activity 7,8,and 9)	3 30 91 110 3-7 24-28 43-44 66-64 74-75 110 126-127 92-94
2	Lacks a. Vocabularies b. Difficult to understand pronunciation c. Felt nervous when they spoke English with foreign guests.	- - -	- - -
3	Wants a. Simple texts. b. Articles related to hospitality. c. Hospitality vocabulary. d. Visual texts. e. Short dialogues related to real life with hospitality matters.	- - - - -	- - - - -

The Speaking Materials in Bahasa Inggris Revision Edition 2017 Textbook.

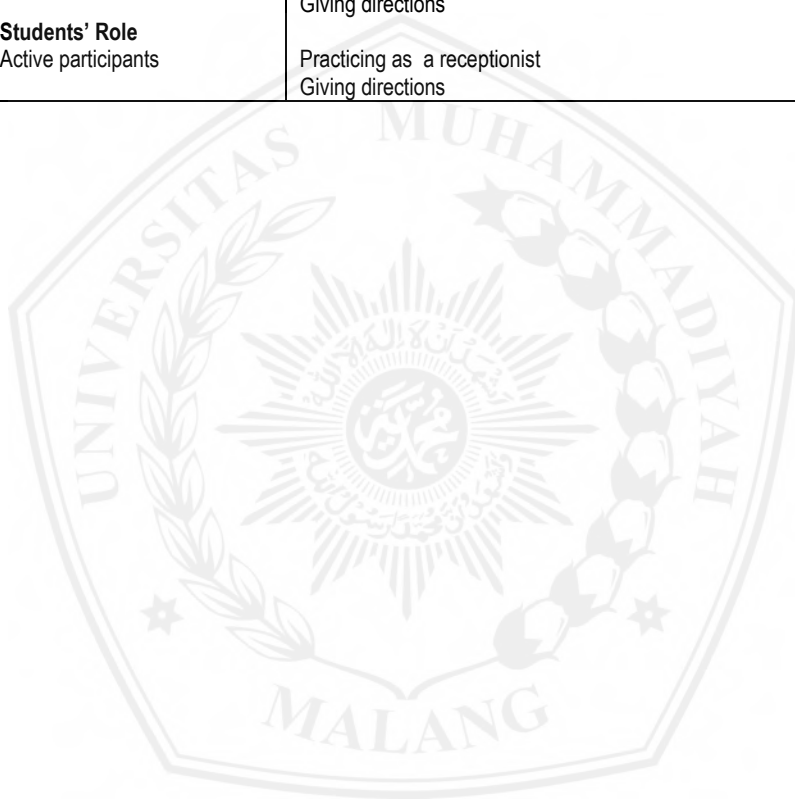
No	Students' target needs	Textbook 3: Bahasa Inggris Revision Edition 2017	
		Speaking Materials	Page
1	Necessities	Describing the special of the tourism objects.	67
	a. To support the students in future career.		
	b. To get pass in English national examination.	Expressions(congratulating, complimenting, and intention) Telling about activities Announcement My idol Biography	20,and 38 38 81 108 132,and 143
	c. The students realize the usage of English for performance as a hotel staff.	—	—
2	Lacks		
	a. Vocabularies	—	--
	b. Difficult to understand pronunciation	Talking about self Congratulating and Complimenting Others Expressing intention Which One is Your Best Getaway Let's Visit Niagara Falls Giving announcement The Wright Brothers My Idol The Battle of Surabaya B.J. Habibie Cut Nyak Dien Isumboshi Maling Kundang Strong Wind You've Got a Friend	3 22 52 57 71 82 96 110 122 134 144 156 171 183 195
	c. Felt nervous when they spoke English with foreign guests.	--	--
	Wants		
	a. Simple texts.	--	--
	b. Articles related to hospitality.	--	--
	c. Hospitality vocabulary.	--	--
	d. Visual texts.	—	--
	e. Short dialogues related to real life with hospitality matters.	--	--
3			

The Speaking Materials in English for International Tourism Textbook.

No	Students' target needs	Textbook 4: English for International Tourism	
		Speaking Materials	Page
1	Necessities a. To support the students in future career. b. To get pass in English national examination. c. The students realize the usage of English for performance as a hotel staff.	Checking and confirming details on the telephone	12-13
		Converging letters ; practice interview questions for the job	21
		Checking in guests	41
		Hotel Facilities	43
		Taking food orders	53
		Giving directions	69
		Hotel operations	77
		Checking out guests	81
		Hotel	40-47
		Food and Beverage	52-59
2	Lacks a. Vocabularies b. Difficult to understand pronunciation c. Felt nervous when they spoke English with foreign guests.	Hotel operations	76-83
		Checking and confirming details on the telephone	12-13
		Converging letters ; practice interview questions for the job	21
		Checking in guests	41
		Hotel Facilities	43
		Taking food orders	53
		Giving directions	69
		Hotel operations	77
		Checking out guests	81
		Visitor Centers	24
3	Wants a. Simple texts. b. Articles related to hospitality. c. Hospitality vocabulary. d. Visual texts. e. Short dialogues related to real life with hospitality matters.	Hotel services and facilities	42, and 51
		Hotel trends	42
		Hotel charges	44
		Food and drink	52
		Food Orders	56
		Giving directions	69
		Housekeeping Supplies	77
		Refurbishment	78
		Checking a hotel bill	81
		--	--
		Practise taking booking details over the telephone	13
		Practise interview	21
		Practise checking in foreign guests	41
		Practices dealing with complaints	45
		Practises checking out in foreign guests	81
		Checking in Guests	41
		Room with a view	43
		Today's special menus	57
		Checking out Guests	81
		--	---
		Visitor Centers	24
		Hotel services and facilities	42, and 51
		Hotel trends	42
		Hotel charges	44
		Food and drink	52
		Food Orders	56
		Giving directions	69
		Housekeeping Supplies	77
		Refurbishment	78
		Checking a hotel bill	81
		Room with a view	43
		Food orders	56
		Giving directions	69
		Refurbishment	79
		--	--

The Students Learning Needs Speaking Materials in Mandiri Practice English Textbook.

No	Students' learning needs	Textbook 1: Mandiri Practice	
1	Input	Speaking Materials	Page
	Textbook	Practicing as a receptionist	18
		Giving directions	58
2	Procedures		
	Role play	Practicing as a receptionist	18
		Giving directions	58
	Answering questions	Practicing as a receptionist	18
		Giving directions	58
3	Setting		
	Pairs	Practicing as a receptionist	18
		Giving directions	58
4	Teachers' Role		
	Controller, and facilitator	Practicing as a receptionist	18
		Giving directions	58
5	Students' Role		
	Active participants	Practicing as a receptionist	18
		Giving directions	58



The Students' Learning Needs Speaking Materials in Get along English Textbook.

No	Students' learning needs	Textbook 2: Get along English	
		Speaking Materials	Page
1	Input Movie and picture Textbook	Greetings, saying goodbye, and thanking. Telling time Practicing taking order at a restaurant Giving directions	3-7 30-31 91-94 110-111
2	Procedures Role play Answering questions Make short dialogue and Practice the following dialogue	Greetings, saying goodbye, and thanking Telling time Practicing taking order at a restaurant Giving directions Greetings, saying goodbye, and thanking Telling time Practicing taking order at a restaurant Giving directions Greetings, saying goodbye, and thanking Telling time Giving directions	3-7 30-31 91-94 110-111 3-7 30-31 91-94 110-111
3	Setting Pairs Completing a dialogue	Practicing taking order at a restaurant Greetings, saying goodbye, and thanking Telling time Practicing taking order at a restaurant Giving directions	91-94 3-7 30-31 91-94 110-111
4	Teachers' Role Controller, facilitator, motivator, and role model	Greetings, saying goodbye, and thanking Telling time Practicing taking order at a restaurant Giving directions	3-7 30-31 91-94 110-111
5	Students' Role Active participants	Greetings, saying goodbye, and thanking Telling time Practicing taking order at a restaurant Giving directions	3-7 30-31 91-94 110-111

The Students Learning Needs Speaking Materials in English Revision Edition 2017 Textbook.

No	Students' learning needs	Textbook 3: Bahasa Inggris Revision Edition 2017	
		Speaking Materials	Page
1	Input Movie or Picture	Describing of the tourism places	67
2	Procedures Role play Describing the picture	Describing of the tourism places Describing of the tourism places	67 67
3	Setting Pairs	Describing of the tourism places	67
4	Teachers' Role Controller and facilitator	Describing of the tourism places	67
5	Students' Role Active participants	Describing of the tourism places	67

The Students Learning Needs Speaking Materials in English for International Tourism Textbook.

No	Students' learning needs	Textbook 4: English for International Tourism	Page
1	Input Textbook and Audio script (CDs).	Speaking Materials Handling / dealing with reservation on telephone Practicing interview questions for the jobs in Hotel Checking in hotel Dealing with complaints Taking orders food and drink Giving directions Hotel operations Checking out hotel	12-13 21 41 45 53 69 77 81
2	Procedures Role play Practicing dialogue Answering question Completing the expressions	Handling / dealing with reservation on telephone Practicing interview questions for the jobs in Hotel Checking in hotel Dealing with complaints Taking orders food and drink Giving directions Hotel operations Checking out hotel Handling / dealing with reservation on telephone Practicing interview questions for the jobs in Hotel Checking in hotel Taking orders food and drink Checking out hotel Dealing with complaints Hotel operations Giving directions	12-13 21 41 45 53 69 77 81 12-13 21 41 53 81 45 77 69
3	Setting Pairs	Handling / dealing with reservation on telephone Practicing interview questions for the jobs in Hotel Checking in hotel Dealing with complaints Taking orders food and drink Giving directions Hotel operations Checking out hotel	12-13 21 41 45 53 69 77 81
4	Teachers' Role Controller, facilitator, and motivator.	Handling / dealing with reservation on telephone Practicing interview questions for the jobs in Hotel Checking in hotel Dealing with complaints Taking orders food and drink Giving directions Hotel operations Checking out hotel	12-13 21 41 45 53 69 77 81
5	Students' Role Active participants	Handling / dealing with reservation on telephone Practicing interview questions for the jobs in Hotel Checking in hotel Dealing with complaints Taking orders food and drink Giving directions Hotel operations Checking out hotel	12-13 21 41 45 53 69 77 81